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Teaching At Nwu 2016

**Leentjie van Jaarsveld, Charl C.
Wolhuter, C.P. van der Vyver**

Teaching At Nwu 2016:

Self-Directed Learning for the 21st Century: Implications for Higher Education Elsa Mentz,Josef de Beer,Roxanne Bailey,Per B. Bergamin,Chantelle Bosch,Adri du Toit,Roelien Goede,Aubrey Golightly,David W. Johnson,Roger T. Johnson,Corné Kruger,Dorothy Laubscher,Anitia Lubbe,Jako Olivier,Christo van der Westhuizen,Sukie van Zyl,2019-12-12 This book is devoted to scholarship in the field of self directed learning in the 21st century with specific reference to higher education The target audience of the book includes scholars in the field of self directed learning and higher education The book contributes to the discourse on the quality of education in the 21st century and adds to the body of scholarship in terms of self directed learning and specifically its role in higher education Although all the chapters in the book directly address self directed learning the different foci and viewpoints raised make the book a rich knowledge bank of work on self directed learning Self-directed multimodal learning in higher education Jako Olivier,2020-12-31 This book aims to provide an overview of theoretical and practical considerations in terms of self directed multimodal learning within the university context Multimodal learning is approached in terms of the levels of multimodality and specifically blended learning and the mixing of modes of delivery contact and distance education As such this publication will provide a unique snapshot of multimodal practices within higher education through a self directed learning epistemological lens The book covers issues such as what self directed multimodal learning entails mapping of specific publications regarding blended learning blended learning in mathematics geography natural science and computer literacy comparative experiences in distance education as well as situated and culturally appropriate learning in multimodal contexts This book provides a unique focus on multimodality in terms of learning and delivery within the context of self directed learning Therefore the publication would not only advance the scholarship of blended and open distance learning in South Africa but also the contribute to enriching the discourse regarding self direction From this book readers will get an impression of the latest trends in literature in terms of multimodal self directed learning in South Africa as well as unique empirical work being done in this regard

Becoming a teacher Josef de Beer,2020-12-31 This book disseminates original research on learning in and from practice in pre service teacher education Authors such as Lederman and Lederman describe the student teaching practicum or work integrated learning WIL which is an essential component of pre service teacher education as the elephant in the room These authors note that the capstone experience in any teacher education programme is the student teaching practicum after all this is where the rubber hits the road However many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher This is the gap that this research book addresses Most of the chapters in the book report empirical data with the exception of two chapters that can be categorized as systematic reviews WIL is addressed from various angles in the chapters Chapter 6 focuses on research related to what makes Finnish teacher education so effective and in Chapter 4 researchers of the

University of Johannesburg disseminate their findings on establishing a teaching school based on Finnish insights in Johannesburg Chapter 3 highlights the challenges faced in open and distance learning teacher education contexts Several of the chapters disseminate research findings on alternative interventions to classic WIL namely where safe spaces or laboratories are created for student teachers to learn and grow professionally These could either be simulations such as software programmes and avatars in the intervention described in Chapter 2 student excursions as the findings in chapters 5 7 and 10 portray or alternative approaches to WIL e g Chapters 11 and 12 The book is devoted to scholarship in the field of pre service teacher education The target audience is scholars working in the fields of pre service teacher education work integrated learning and self directed learning The book makes a unique contribution in terms of firstly its extensive use of Cultural Historical Activity Theory as a research lens and secondly in drawing on various theoretical frameworks Both quantitative and qualitative research informed the findings of the book *A scholarly inquiry into disciplinary practices in educational institutions* Connie B. Zulu,Izak J. Oosthuizen,Charl C. Wolhuter,Corene de Wet,Rika Joubert,Ansie E. Kitching,Michael L. Marumo,Zahraa McDonald,Nicholus T. Mollo,Louis J. Oosthuizen,Ferdinand J. Potgieter,Bianke van Rooyen,Marius H. Smit,Amos T. Thebenyane,Andre van der Bijl,Johannes (Hannes) L. van der Walt,2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings The issue of discipline is investigated from diverse paradigmatic and methodological perspectives presenting empirical as well as also philosophical research The empirical perspective includes quantitative positivistic qualitative interpretive and mixed methods pragmatic designs and worldviews This book offers a ground breaking contribution to the field of learner and student discipline with insights into disciplinary practices and issues in educational institutions not hitherto researched such as Technical Vocational Education and Training colleges and universities *Self-Directed Learning in the era of the COVID-19 pandemic* Josef de Beer,Neal Petersen,Elsa Mentz,Robert J. Balfour,2023-03-01 The book is devoted to scholarship in the field of pre service teacher education with a specific focus on research into the enhancement of self directed learning and contributes to the discourse on creating a disposition towards self directed learning during the social and academic integration of first year students within higher education institutions Two chapters also deal with research on the development of self directed learning and nuanced understandings of the chosen professions of Law and Health Sciences students The target audience is scholars working in the fields of teacher education self directed learning engaging pedagogies problem based learning cooperative learning and gamification Whereas social constructivist learning theory served as an overarching theoretical framework for the virtual excursions the various chapters in the book also draw on other secondary theories such as self determination theory social interdependence theory gender theory and the with fitness model of Kounin 1970 Education leadership Leentjie van

Jaarsveld, Charl C. Wolhuter, C.P. van der Vyver, 2023-03-01 Leadership in education has been demonstrated to make a measurable and significant impact on the success of schools and the achievement levels of learners. This book displays the scope and range of the emerging field of the scholarship of education leadership by means of chapters zooming in on various areas of research in the field. The ensuing chapters focusing on various areas in the field of Education Leadership scholarship are ordered in the following categories: chapters dealing with teacher leadership, school leadership and mid-level leadership. The sections cover Collective Teacher efficacy in high performing high schools in South Africa, leadership and leadership challenges of school principals of special schools, entrepreneurial leadership, perceptions of school staff and school governing bodies regarding the use and maintenance of ageing school facilities and continuous professional development of teachers in Namibia. All the chapters employ a variety of research methods. The research reported on in each of the chapters does not only give clear indications as to how and where to improve practice but also opens vistas for new and future research suggesting to scholars in the field promising ways to take the field forward with research critical to the continual advance and relevance of the field.

Towards a holistic approach to support learners at risk of interrupted development

Macalane J. Malindi, Johnnie Hay, Thabo Makhalemele, 2024-02-23 The COVID 19 pandemic and the restrictions that came with it led to unprecedented disruptions in learner development and put them at risk of poor developmental outcomes. It is thus important that the extent of the disruption on their development and the support needs of learners be investigated. Researching the impact of the disruption should focus on holistic development. In this book the authors use multiple research approaches and methods of gathering data in their respective fields to examine the impact of the disruption and determine the support needs of learners. Data gathered through the different methods are processed and findings are presented. The findings have implications for both practice and future research in the fields of inclusive education, learner support, educational psychology, movement education, Life Orientation and curriculum development.

Innovative curriculum design

Neal Petersen, Adri du Toit, Elsa Mentz, Robert J. Balfour, 2023-09-29 The focus of this book is original research regarding the implementation of problem-based learning and pedagogies of play as active approaches to foster self-directed learning. With the Fourth Industrial Revolution (4IR) in mind, educational institutions need to rethink teaching and learning for the future. As such, active engagement can be encouraged as evident in this book where problem-based learning drives learning through real-world problems while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL. The following are addressed in the chapters: an overview of problem-based learning and pedagogy of play, metaliteracy, playful problem-based learning tasks, computational thinking in game-based tasks and geometry solving puzzles, applying LEGO using drama as the pedagogy of play and implementing educational robotics. The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self-directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st-century

skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various engaging pedagogies

The human dilemma of displacement Alfred R. Brunsdon, 2020-12-31 In this book social responsive theological research converges to provide practical theological and ecclesiological perspectives on the growing human dilemma of displacement The book presents the research of practical theologians a missiologist and a religious practitioner whose work pertains first and foremost to the South African context The different fields of expertise of the contributors within the broader field of practical theology worked towards a unique compilation of themes each relevant to the issue at stake The majority of chapters are theoretically orientated except where authors refer to empirical work conducted during previous research The main contribution of this collaborative work is to be sought in the practical theological and ecclesiological perspectives it provides It engages the critical questions of what kind of church we need and what kind of care we should provide in the face of the growing predicament of human displacement The theological and theoretical principles uncovered in the different chapters will be of use to theologians from all theological subdisciplines as well as to religious practitioners and leaders of faith communities that are challenged with the growing realities of strangers on their doorsteps and in their pews

Positive Educational Approaches to Teaching Effectiveness and Student Well-being Hans Henrik Knoop, Mirna Nel, Sufen Chen, Rebecca Shankland, Llewellyn Ellardus Van Zyl, Matthew Cole, 2022-11-08 *Handbook of Academic Integrity* Sarah Elaine Eaton, 2023-12-04 The book brings together diverse views from around the world and provides a comprehensive overview of academic integrity and how to create the ethical academy At the same time the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches There has been an explosion of interest in academic integrity in the last 20 30 years New technologies that have made it easier than ever for students to cut and paste coupled with global media scandals of high profile researchers behaving badly have resulted in the perception that plagiarism is on the rise This in combination with the massification and commercialisation of higher education has resulted in a burgeoning interest in the importance of academic integrity how to safeguard it and how to address breaches appropriately What may have seemed like a relatively easy topic to address students copying sources without attribution has in fact turned out to be a complex interdisciplinary field of research requiring contributions from linguists psychologists social scientists anthropologists teaching and learning specialists mathematicians accountants medical doctors lawyers and philosophers to name just a few Because of this broad interest and input this handbook serves as the single authoritative reference work which brings together the vast growing interdisciplinary and at times contradictory body of literature For both established researchers practitioners and those new to the field this Handbook provides a one stop shop as well as a launching pad for new explorations and discussions *Higher Education in the Face of a Global Pandemic*, 2022-02-28 The book reflects on the extent to which the coronavirus COVID 19 pandemic influenced the

education system in Africa notably South Africa The advent of the pandemic has brought a new context to the challenges of access deepening the precarious position of African higher education systems The pandemic underscored that African higher education systems are fragile and not uniformly resilient The book discusses the challenges created or further entrenched by COVID 19 and how the typology of inequality across the differentiated institutions impacted the management of education delivery during COVID 19 Per se lessons learned were documented to inform decision making and practice while drawing conclusions for future usage Even though the shift to emergency remote teaching was not foreseen and thus not coordinated the authors argue that students learning styles perceptions of online learning and digital pedagogy should be considered in the post COVID 19 curricula development processes

Glimpses into Primary School Teacher Education in South Africa Sarah Gravett, Elizabeth Henning, 2020-11-05 This book explores the current landscape of Initial Teacher Education ITE in primary schools in South Africa Considering recent policy directives and initiatives it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE The book presents what works best for quality preparation of teachers in the Global South where many children rely on their teachers and school life to break the cycle of poverty Chapters draw on evidence from workplace learning pre service study and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa addressing the clash of theory versus practice head on This book successfully brings out the challenging aspects of teacher education for childhood learning which has otherwise been regarded as the softer option for a career in education This book will be of great interest for academics researchers and post graduate students in the fields of teacher education African education educational policy international education and comparative education

ICT Education Wai Sze Leung, Marijke Coetzee, Duncan Coulter, Deon Cotterrell, 2022-01-19 This book constitutes the refereed proceedings of the 50th Annual Conference of the Southern African Computer Lecturers Association on ICT Education SACLA 2021 held in Johannesburg South Africa in July 2021 The 9 revised full papers presented were carefully reviewed and selected from the 23 submissions One invited paper was also included in this volume The papers are organized in following topical sections past present and future teaching innovation teaching methods and strategies

Scaffolding work-integrated learning excursions Adri Du Toit, Neal Petersen, Iman C. Chahine, 2025-02-28 In South Africa work integrated learning WIL excursions are crucial in preparing university students for the world of work As higher education institutions HEIs evolve to promote equity and inclusivity these excursions are continuously refined to enhance student learning outcomes This scholarly book explores how WIL excursions support self directed learning SDL and foster skills essential for the 21st century such as active learning intercultural sensitivity and epistemological access A key focus is on the 2023 WIL excursions at North West University NWU which align with South Africa's National Development Plan 2030 and the University Capacity Development Grant's UCDG goal of equipping graduates to address contemporary societal challenges The book examines first year excursions across

three faculties Education Health Sciences and Law using both virtual and in person experiences to develop intercultural citizenship communication and a sense of belonging Through research based insights the chapters highlight how these excursions were designed and implemented to help students recognise personal biases deepen cultural awareness and take responsibility for their own learning Additionally the book underscores how students were encouraged to identify their learning needs and access resources that promote ongoing self directed growth By linking WIL to SDL the book provides novel perspectives on fostering inclusivity and preparing students for their academic journeys professional careers and contributions to a more socially just world

Life in Transit: Theological and Ethical Contributions on Migration Manitzá Kotzé, Riaan Rheeder, 2020-12-31 Migration is an issue that is under discussion worldwide and affects South Africa the United States of America and Germany in a distinctive way This book reflects academically on this significant and topical subject of migration from the often neglected perspective of the fields of theology and Christian ethics While the majority of contributions are from the South African context there are also chapters reflecting on the topic from the other two aforementioned contexts While numerous publications have recently appeared on the subject reflection from theology and Christian ethics are often lacking As such this scholarly publication wants to add ethical value to the local and global conversations on the theme from a theological perspective The book reflects on migration from the perspectives originated in the disciplines of biblical studies the Hebrew Bible and the New Testament systematic theology ecumenical studies Christian ethics practical theology and missiology It presents new and innovative inquiries primarily from a qualitative methodological viewpoint The book unveils new themes for deliberation and provides novel interpretations and insights into existing research

Raising the Impact of Education Research in Africa Charl C. Wolhuter, 2018-12-01 The low demonstrable effect of education research done in South Africa in particular and Africa in general continues to be a problem in scientific records in the educational sciences This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education Scholars from a variety of sub fields within the educational sciences reflect on this particular matter revisiting the history of research and research outcomes and offering informed recommendations based on in depth investigation and analysis of aspects of the various discourses within the relevant sub fields The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa and in South Africa in particular and to redirect the research agenda into the direction of making more impact Impact is conceptualised to mean both scholarly impact that is being cited and being used as foundation for theory building and for further research and practical impact that is improvement of practice teaching and learning in education institutions at all levels

Language and Institutional Identity in the Post-Apartheid South African

Higher Education Leketi Makalela, 2022-03-21 This book examines the intersections between education identity formation and language in post apartheid South Africa with specific attention to higher education It does so against the backdrop of the core argument that the sector plays a critical role in shaping re producing and perpetuating sectoral class sub national and national identities which in turn in the peculiar South African setting are almost invariably analogous with the historical fault lines determined and dictated by language as a marker of ethnic and racial identity The chapters in the book grapple with the nuances related to these intersections in the understanding that higher education language policies overt and or covert largely structure institutional cultures or what has been described as curriculum in higher education institutions Together the chapters examine the roles played by higher education by language policies and by the intersections of these policies and ethnolinguistic identities in either constructing and perpetuating or deconstructing ethnolinguistic identities upon which the sector was founded The introductory chapter lays out the background to the entire book with an emphasis on the policy and practice perspectives on the intersections The middle chapters describe the so called White Universities Black Universities and Middle Man Minorities Universities The final chapter maps out future directions of the discourses on language and identity formation in South Africa s higher education *Afrikaans Linguistics* WAM Carstens, Nerina Bosman, 2024-10-03

Offering a contemporary exploration of the multifaceted landscape of Afrikaans linguistics *Afrikaans Linguistics* Contemporary Perspectives marks a seminal contribution to the field This volume for the first time presents accessible insights into diverse linguistics subdisciplines inviting international scholars to familiarise themselves with Afrikaans language studies Throughout much of the late 19th and 20th centuries Afrikaans scholars predominantly communicated in Afrikaans resulting in a significant gap in the dissemination of knowledge about the language The chapters in this book written by prominent South Africans as well as international scholars working in the field of Afrikaans serve as a pivotal bridge by providing essential historical context while also paying attention to the development of Afrikaans linguistics during the 20th century The primary focus remains on illuminating 21st century research trajectories offering a comprehensive snapshot of contemporary scholarship in Afrikaans linguistics *Global Debates in the Digital Humanities* Domenico Fiormonte, Sukanta Chaudhuri, Paola Ricaurte, 2022-04-12 A necessary volume of essays working to decolonize the digital humanities Often conceived of as an all inclusive big tent digital humanities has in fact been troubled by a lack of perspectives beyond Westernized and Anglophone contexts and assumptions This latest collection in the Debates in the Digital Humanities series seeks to address this deficit in the field Focused on thought and work that has been underappreciated for linguistic cultural or geopolitical reasons contributors showcase alternative histories and perspectives that detail the rise of the digital humanities in the Global South and other invisible contexts and explore the implications of a globally diverse digital humanities Advancing a vision of the digital humanities as a space where we can reimagine basic questions about our cultural and historical development this volume challenges the field to undertake innovation and reform

Contributors Maria Jos Afanador Llach U de los Andes Bogot Maira E lvarez U of Houston Purbasha Auddy Jadavpur U Diana Barreto vila U of British Columbia Deepti Bharthur IT for Change Sayan Bhattacharyya Singapore U of Technology and Design Anastasia Bonch Osmolovskaya National Research U Higher School of Economics Jing Chen Nanjing U Carlton Clark Kazimieras Simonavi ius U Vilnius Carolina Dalla Chiesa Erasmus U Rotterdam Gimena del Rio Riande Institute of Bibliographic Research and Textual Criticism Leonardo Foletto U of S o Paulo Rahul K Gairola Murdoch U Sofia Gavrilova Leibniz Institute for Regional Geography Andre Goodrich North West U Anita Gurumurthy IT for Change Aliz Horvath E tv s Lor nd U Igor Kim Russian Academy of Sciences Inna Kizhner Siberian Federal U C dric Leterme Tricontinental Center Andres Lombana Bermudez Pontificia U Javeriana Bogot Lev Manovich City U of New York Itay Marienberg Milikowsky Ben Gurion U of the Negev Maciej Maryl Polish Academy of Sciences Nirmala Menon Indian Institute of Technology Indore Boris Orekhov National Research U Higher School of Economics Ernesto Priego U of London Sylvia Fern ndez Quintanilla U of Kansas Nuria Rodr guez Ortega U of M laga Steffen Roth U of Turku Dibyadyuti Roy Indian Institute of Technology Jodhpur Maxim Rumyantsev Siberian Federal U Puthiya Purayil Sneha Centre for Internet and Society Bengaluru Juan Steyn South African Centre for Digital Language Resources Melissa Terras U of Edinburgh Ernesto Miranda Trigueros U of the Cloister of Sor Juana Lik Hang Tsui City U of Hong Kong Tim Unwin U of London Lei Zhang U of Wisconsin La Crosse

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